

Year 5 E.S.L. Assessment (using ESL Scales*)

* refer to **ESL Scales levels** to give you the full range of pointers in the areas of Communication, Language and Cultural Understanding, Language Structures and Features and Strategies.

For **Grade 5** children to be achieving **sound** Stage 3 outcomes in the English syllabus, they need to be achieving **Level 7** outcomes in Oral Interaction and **Level 6** outcomes in Reading/ Responding and Writing. (refer to K-6 English Syllabus document)

Oral (Level 7)

7.1 Communication

- Follow the gist and some detail of a spoken text on a new topic at normal speed (from media, visiting speakers).
- Order information gained from spoken language, choosing a suitable organising format from a range.
- Argue coherently, with supporting evidence, for a point of view on an issue arising from texts (class discussions, debate).
- Contribute to discussion about new topics.
- Use English for a range of problem-solving activities related to subject areas (e.g. design and make tasks, solving maths problems, designing a valid science experiment).
- Give a prepared talk, handling questions appropriately (five-minute talk on familiar or researched subject, studied school topic, author, artist, scientist).
- Work with others in planning and organising activities (negotiate goals, methods, roles and times for completion).

7.2 Language and Cultural Features

- Show understanding of words or phrases with metaphorical meanings (keeping one's head, bringing something to a head).
- Identify some values or beliefs underlying spoken texts.
- Identify purposes and features of spoken persuasive language (identify intended appeal of advertisements).
- Identify cultural references within spoken texts (Paradise, the bush, Ned Kelly).

7.3 Language Structures and Features

- Demonstrate use of cohesive prepared text (in a talk using notes).
- Demonstrate variable use of the passive voice ('The experiment took place in a protected environment. The salt is put in the test tube.').
- Demonstrate variable use of conditionals ('If I multiplied by ten, I would get the answer').
- Use abstract nouns (belief, government, punishment).
- Use some tag questions in conversation ('He went out, didn't he?', 'You're Japanese, aren't you?').
- Use non-elided forms for emphasis ('I am **not**', 'We **will** go').

7.4 Strategies

- Assess information gained from spoken communication for relevance, accuracy and completeness.
- Make connections between what a speaker has said and own ideas ('You know when you said...').
- Check own interpretation by paraphrasing or summarising ('Do you mean that ... ?').
- Use conventional phrases for taking turns ('Would you mind if...').
- Predict what a person is about to say (finish a sentence for that person).

Reading (Level 6)

6.5 Communication

- Read extensively as well as intensively (refer to current issues as reported in newspapers).
- Participate in class/group discussions of text interpretations.
- Give own opinion of a text and compare it with others' opinions.
- Discuss characters and their motivations in a story.
- Describe the mood and setting of a story.
- Order factual information from texts hierarchically (use note outlines, structured overview).
- Identify main and supporting points of a text for note-taking, précis writing, retelling.
- Order information from texts, choosing appropriately from several organising formats (e.g. classification of information, timeline for a series of events).
- Distinguish between fact and opinion.
- Select key information for a purpose, rejecting irrelevant and unimportant information.
- Hypothesise using information from the text (about author, character, ideas, events).
- Find and record information from a variety of sources (libraries, reference material).
- Make comparisons between different texts by the same author or make judgements about different texts on the same topic.

6.6 Language and Cultural Understanding

- Identify social purposes of a range of text types (myths, biographies, recipes, explanations).
- Infer the purpose, audience and context of particular texts (e.g. advertisements aimed at targeted groups).
- Identify how parts of a narrative engage the reader's attention (the effect on the reader of the introduction, plot development and final resolution of a story).
- Demonstrate understanding of well-known idioms in context (pull up your socks, up the creek).
- Identify a range of common expository text patterns (description, explanation, discussion).
- Relate organisational features of text to their purpose (different uses of chapter headings in factual and fictional books).
- Identify emphasis within a text and relate it to the author's purpose (reiteration, repetition, paraphrasing).
- Identify formal and informal styles of language in common texts.
- Distinguish between what a text says and what it means (denotation and connotation).
- Demonstrate understanding of some literary devices such as metaphors and similes in context (sour grapes).
- Identify and explain common euphemisms (e.g. passed away).

6.7 Language Structures and Features

- Relate cohesive phrases to the ideas they refer to in other paragraphs (for these reasons...).
- Identify key content words and phrases that convey the ideas and themes in a text.
- Relate words referring to the same concept to their overarching term within a text (magma/lava with molten material).
- Show understanding of causal or hypothetical statements using embedded clauses (If the temperature rises, the polar caps may melt, with the result that thousands of square kms of low-lying land would be covered by the increase in sea levels).
- Show understanding of meaning of noun phrases acting as subject in sentences (The gap between East and West has also been widened).
- Identify agent, action and consequence in sentences using the passive voice (The Assyrians were hated by the conquered people who rose against them and Nineveh in its turn was completely destroyed).
- Recognise the meaning of words expressing degrees of probability, possibility or obligation (ought, shouldhave, may, might).
- Recognise specialised non-technical words used in technical texts (eventual, subsequent, progressively).

6.8 Strategies

- Browse through fictional and nonfictional books to choose suitable material.
- Assess their own information needs and purposes for reading tasks and identify suitable sources.
- Check understanding of what is required from a written task.
- Use knowledge of the purpose of text types to predict content of texts (a formal letter of application, a science report).
- Take notes when reading texts for information and organise them for learning purposes.
- Assess information from texts for relevance, accuracy and completeness.
- Glean information from titles, headings and pictures and use headings and subheadings to find information.
- Use a table of contents and an index to skim for and find information.
- Scan words or sentences to locate key information in texts (focus on first and last sentence of a paragraph in expository texts).
- Scan topic sentences, paragraphs and chapters of texts for specific information.

Writing (Level 6)

6.9 Communication

- Write a variety of fictional or non-fictional narratives using orientation, complication and resolution.
- Write imaginative narratives showing plot development and character portrayal.
- Write an explanation of a complex process (how an oil refinery works).
- Write an argumentative text sustaining a single point of view (an exposition containing a number of supporting points).
- Discuss an issue, identifying pros and cons to reach a conclusion (Should school uniform be compulsory?).
- Write a relevant response to an essay topic.
- Make reference to other sources in text (use quotations).

6.10 Language and Cultural Features

- Refer to topical issues or current affairs when writing argumentative texts.
- Use and sustain a register appropriate to subject content, purpose and audience.
- Identify some culturally specific patterns of information presentation in own or others' writing (compare English discourse patterns with those of first language).
- Show awareness that words may need to be carefully chosen because of social and cultural sensibilities (plump and fat, man and people).
- Use common euphemisms appropriately (passed away).

6.11 Language Structures and Features

- Develop some sub-topics in a text (by picking up points made in previous sentences or paragraphs).
- Use formulaic expressions signalling transition in the argument of a text ('I now discuss...', 'Yet another problem...').
- Use a number of expressions that signal opinion (it is often argued that, despite this, according to).
- Use a range of sophisticated linking expressions (in addition to, either, on the other hand, as a result).
- Combine a number of ideas into a compound/complex sentence ('This happens because the sun's rays give out energy causing the vapour to rise').
- Incorporate reported or direct speech appropriately in a text ('The Prime Minister said that it was important...', 'The Prime Minister said, "It is important..."').
- Demonstrate varying control over correct tenses throughout a text ('Obviously she was tremendously unhappy. That's where the troubles will begin.').

- Demonstrate varying control over subject-verb agreement ('If he stay too long...'), modals ('She would have got any prize she wanted'), relative pronouns ('The people who died were...'), possessives ('I will explain briefly Victor's character') and prepositions ('Talk about how Arthur was hurt about his late wife').
- Use some compact noun phrases in writing ('Check labels for environmentally unsafe chemicals, recycling paper and paper products').
- Demonstrate varying control over articles, regular and irregular plurals and mass count nouns ('She appeared to be *(a)* very unhappy girl', 'We must protect *the* waters').

6.12 Strategies

- Monitor own writing for irrelevant sentences, phrases or ideas.
- Monitor own writing to check for unintended meanings.
- Monitor own writing to check for persistent errors (spelling and grammar, omissions).
- Plan with particular audiences in mind.
- Monitor writing to ensure that register has been maintained.
- Proofread to check for ways to improve flow of ideas (revise words, phrases or sentences that lack clarity or are ambiguous).